

## CREATIVE ARTS & EXPRESSION RESOURCES <sup>1</sup>

### EVIDENCE SOURCES

#### **Common Core State Standards: English Language Arts/Literacy (5-9)**

<http://www.corestandards.org/ELA-Literacy/>

*These standards define what students should understand and be able to do in their study of English language arts and literacy. The standards break literacy skills down into the areas of reading, writing, language (i.e., grammar and usage) and speaking/listening. They also outline literacy skills in history, social studies, science and technical subjects.*

#### **Language and Literacy Development in Dual Language Learners: A Critical Review of the Research (0-5)**

<http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/imce/documents/Brief%20%236%20Lang%20Final%207-15-11.pdf>

*This research brief summarizes findings of a review of the literature on language and literacy development of children who are DLLs from birth through 5.*

#### **The Language of Babies, Toddlers, and Preschoolers: Connecting Research to Practice (0-5)**

<http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/ArticleId/577/The-Language-of-Babies-Toddlers-and-Preschoolers-Connecting-Research-to-Practice.aspx>

*Published by Ounce of Prevention Fund, this short document summarizes the research on early language development and discusses how this can be translated into practice.*

#### **Linguistic Environment of Preschool Classrooms: What Dimensions Support Children's Language Growth? (3-5)** <http://www.sciencedirect.com/science/article/pii/S0885200616301788>

*This explored how best to represent the dimensionality of the preschool classroom's linguistic environment and to determine which dimensions are most strongly associated with children's language development. Participants were teachers in 49 preschool classrooms and a random sample of children from each classroom. Children's grammar and vocabulary skills were measured and the classroom linguistic environment was assessed with measures representing teachers' linguistic responsivity, data-providing features of teachers' talk, and systems-level general quality. Results showed that only one of the three dimensions, teachers' communication-facilitating behaviors, predicted growth in children's vocabulary from preschool to kindergarten.*

#### **Multilingual Children Beyond Myths and Toward Best Practices (0-9)**

[http://www.srcd.org/sites/default/files/documents/E-News/spr\\_27\\_4.pdf](http://www.srcd.org/sites/default/files/documents/E-News/spr_27_4.pdf)

*This compilation presents an array of practices, programs and policies that can support families and children to maintain their home language and subsequently their culture.*

#### **Oral Storytelling Skills Impact Reading Differently for African-American Boys and Girls (3-5)**

<http://fpg.unc.edu/news/oral-storytelling-skills-impact-reading-differently-african-american-boys-and-girls>

*The oral storytelling skills of African American preschoolers make a difference in how quickly their reading skills develop, and the effect is much different for girls and boys. Read all about it here.*

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<sup>1</sup> This collection was compiled and annotated by [Camille Catlett](#) for the Vermont Agency of Education and funded by the Vermont Race to the Top Early Learning Challenge Grant. It is current as of September 2017. **Highlighted resources are available in English and Spanish.**

**PreK-3rd: Challenging Common Myths About Dual Language Learners: An Update to the 2008 Report (3-9)**

<http://www.buildinitiative.org/Portals/0/Uploads/Documents/PreK-3rd%20-%20Challenging%20Common%20Myths%20About%20DLLs.pdf>

*This brief presents two new and updates five commonly held beliefs about the development and learning of young children who are learning English as their second language and presents current research evidence that can better guide our policies and our support for young DLLs.*

**Research Based on Best Practices for DLLs in PreK-3rd Grade: Instructional Strategies and Language of Instruction (3-9)**

[https://www.mcknight.org/system/asset/document/864/original/Castro\\_NRSECDLL\\_2014.pdf](https://www.mcknight.org/system/asset/document/864/original/Castro_NRSECDLL_2014.pdf)

*This paper discusses the knowledge based needed to provide high quality education to this diverse group of children during the critical early years of schooling (Pre-K to third grade). Developmental and contextual considerations when designing instruction for dual language learners are discussed. Research-based instructional strategies and language of instruction approaches for the education of dual language learners PreK-3<sup>rd</sup> grade are described, followed by a discussion of instructional approaches in multilingual classrooms.*

**Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education**

**(0-8)** <http://www.naeyc.org/files/naeyc/file/positions/PSDIV98.PDF> (English)

<http://www.naeyc.org/files/naeyc/file/positions/PSDISP98.PDF> (Spanish)

*NAEYC's position statement describes children who are linguistically and culturally diverse and outlines the challenges in responding to the needs these diverse families. It also provides recommendations for working with children, their families, as well as recommendations for preparing professionals, and programs and practice.*

**Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice (0-8)**

<http://www.buildinitiative.org/TheIssues/DiversityEquity/Toolkit/ToolkitResourceList/ViewToolkit/tabid/224/ArticleId/282/Responsiveness-to-ALL-Children-Families-and-Professionals-Integrating-Cultural-and-Linguistic-Divers.aspx>

*This short position statement presents six key features of organizations that are responsive to the culture, values, and language of families. It also includes a definition of the terms "culture" and "values".*

**Screening and Assessment of Young English Language Learners (0-8)**

[http://www.naeyc.org/files/naeyc/file/positions/ELL\\_SupplementLong.pdf](http://www.naeyc.org/files/naeyc/file/positions/ELL_SupplementLong.pdf) (English)

<http://www.naeyc.org/files/naeyc/file/positions/ELLSupplementShortSpanish.pdf> (Spanish)

*The aim of this document is to explain and expand on the meaning of "linguistically and culturally responsive," to discuss other issues uniquely related to the screening and assessment of young English-language learners, and to make specific recommendations to increase the probability that all young English-language learners will have the benefit of appropriate, effective assessment of their learning and development.*

**Teaching English Language Learners: What the Research Does and Does Not Say (0-9)**

<http://www.aft.org/pdfs/americaneducator/summer2008/goldenberg.pdf>

*This article discusses the main findings from two major reviews of the research on educating ELLs. Apart from presenting what the research does say, this article also talks about what the research does not yet say.*

## **A Window to the World: Early Language and Literacy Development (0-3)**

<https://www.zerotothree.org/document/462>

*This policy brief offers recommendations for policy on supporting emergent language and literacy development as well as the research explaining the importance of early experiences, family involvement and early childhood professionals.*

## **PRINT SOURCES**

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### **Challenging Common Myths About Young English Language Learners (3-8)**

<http://fcd-us.org/resources/challenging-common-myths-about-young-english-language-learners>

*In this article, Linda Espinosa addresses six common myths about the language development of young English language by providing evidence to refute each one.*

### **Chaos for Dual Language Learners: An Examination of State Policies for Exiting Children from Language Services in the PreK-3<sup>rd</sup> Grades (3-9)**

[http://www.edcentral.org/wp-content/uploads/2014/09/chaosfordlls-conorwilliams-20140925\\_v3.pdf](http://www.edcentral.org/wp-content/uploads/2014/09/chaosfordlls-conorwilliams-20140925_v3.pdf)

*This report examines of state policies for exiting children from language services in the PreK-3rd grades and offers guidance on developing policies and practices that are more supportive of children and families.*

### **Code Switching: Why it Matters and How to Respond (0-5)**

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/code-switching.pdf> (English)

<http://eclkc.ohs.acf.hhs.gov/hslc/Espanol/aprendizaje/ncclr-esp/docs/code-switching-spanish.pdf> (Spanish)

*This workbook is designed to assist programs to understand code switching by children and teachers, and identify and implement effective program policies and practices that promote children's development and school readiness.*

### **The Cognitive Consequences of Early Bilingualism (0-5)**

[https://www.fcd-us.org/assets/2016/04/Zero\\_Yoshida.pdf](https://www.fcd-us.org/assets/2016/04/Zero_Yoshida.pdf)

*This article looks at the positive effects of early bilingualism on executive functioning in young dual language learners and how it relates to classroom learning.*

### **Conversations with Children! Questions that Spark Conversations and Deepen Understanding (3-5)**

<https://www.naeyc.org/resources/pubs/tyc/apr2018/conversations-with-children>

*Supporting children's language development is an essential goal shared by preschool teachers around the world. This article offers ideas for asking questions that foster rich conversations. Visiting a variety of preschool settings, the authors consider the different types of questions teachers ask and listen to children's responses.*

### **Dual Language Learning: What Does It Take? (0-5)**

<http://www.buildinitiative.org/Portals/0/Uploads/Documents/Dual%20Language%20Learning%20-%20What%20Does%20It%20Take.pdf>

*Following a project that assessed program needs, opportunities, and barriers and gathered existing resources and innovative programming ideas, this document was assembled to summarize recommendations and suggestions from the field.*

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### **The Early Catastrophe: The 30 Million Word Gap by Age 3 (0-4)**

<https://www.aft.org/pdfs/americaneducator/spring2003/TheEarlyCatastrophe.pdf>

*This article presents the findings from a longitudinal study, which sought to understand what aspects of a child's early experience could account for the differences in rates of vocabulary growth among 4-year-olds. The study concluded by highlighting the importance of the early years' experience in all aspects of the child's development.*

### **An Exploration of Instructional Practices that Foster Language Development and Comprehension: Evidence from Prekindergarten through Grade 3 in Title I Schools (3-9)**

<https://ies.ed.gov/ncee/pubs/20174024/pdf/20174024.pdf>

*This August 2017 publication identifies practices beyond evidence-based instruction aimed to improve student outcomes in large-scale reading programs. The evaluation brief examines practices related to growth in language skills and comprehension in listening and reading for children pre-K through grade 3 based on test scores and observations of instructional practices in 1,035 classrooms within 83 Title I schools during the 2011-2012 school year. Practices measured include engaging students in defining new words, making connections between students' prior knowledge and the texts they read, promoting higher-order thinking, and focusing instruction on the meaning of texts.*

### **Importance of Home Language Series (0-5)**

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/importance-home-language-series>

*These handouts designed to provide early childhood professionals and families with basic information on topics related to children learning two or more languages.*

### **Learning to Talk and Listen: An Oral Language Resource for Early Childhood Caregivers (0-5)**

<http://lincs.ed.gov/publications/pdf/LearningtoTalkandListen.pdf>

*Prepared by the NELP for early childhood caregivers, this report presents key findings in research on early language development and offers suggestions on supporting the oral language development of preschool children.*

### **Making a Difference: A Framework for Supporting First and Second Language Development in Preschool Children of Migrant Farm Workers <http://files.eric.ed.gov/fulltext/ED500795.pdf> (3-5)**

*This document answers to four questions: 1) Can we facilitate children's acquisition of English without the loss of their first language? 2) How can we understand the how/when of developmental processes related to first and second language acquisition? 3) Does it matter how adults use English and children's home language when they talk to children? And 4) When we continue development of the first language and facilitate English, what does it look like day-to-day?*

### **Many Languages, One Teacher: Supporting Language and Literacy Development for Preschool Dual Language Learners (0-5)**

[https://www.mbaea.org/media/documents/Young\\_Children\\_March\\_2013\\_DLL\\_1436AC1230826.pdf](https://www.mbaea.org/media/documents/Young_Children_March_2013_DLL_1436AC1230826.pdf)

*This article highlights effective strategies for monolingual English-speaking teachers to use to promote language and literacy growth for dual language learners, with emphasis on growth in the home language.*

### **Meeting the Home Language Mandate: Practical Strategies for All Classrooms (0-9)**

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eeed/domains%20of%20child%20development/language%20development%20and%20communication/meetingthehomelanguage.pdf>

*This article provides strategies that practitioners can use to support the home languages in their classrooms.*

**More Than Baby Talk: 10 Ways to Promote the Language & Communication Skills of Infants & Toddlers (0-3)**

[http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/BabyTalk\\_WEB\\_2015.pdf](http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/BabyTalk_WEB_2015.pdf)

*This brief guide describes ten practices that early childhood teachers can use to foster language and communication skills among infants and toddlers. The guidelines are based upon the latest research findings on optimal adult-child interactions for promoting strong language and communication skills among young children.*

**Moving Beyond Who, What, When, Where and Why: Using Bloom's Taxonomy Questioning to Extend Preschoolers' Thinking (3-5)**

<https://www.naeyc.org/resources/pubs/tyc/oct2015/using-blooms-taxonomy-questioning>

*This brief article does a marvelous job of how the questions we ask can promote the creative use of vocabulary, reasoning, and language by young children.*

**Resources for Supporting Teachers and Administrators to Improve Outcomes for Dual Language Learners in Pre-K through Third Grade (3-9)** [http://ceelo.org/wp-content/uploads/2015/03/ceelo\\_annotated\\_bibliography\\_dll.pdf](http://ceelo.org/wp-content/uploads/2015/03/ceelo_annotated_bibliography_dll.pdf)

*This 2015 annotated bibliography from the Center on Enhancing Early Learning Outcomes (CEELO), identifies selected resources on best practices and policy to support effective teaching and learning for young children who are dual language learners (DLLs).*

**Right from Birth: Eliminating the Talk Gap in Young Children (0-5)**

[https://www.lenafoundation.org/wp-content/uploads/2015/08/RightFromBirth\\_Warren\\_5.12.2015\\_v.3.pdf](https://www.lenafoundation.org/wp-content/uploads/2015/08/RightFromBirth_Warren_5.12.2015_v.3.pdf)

*This 2015 paper by Dr. Steven F. Warren describes the challenge presented by the huge "word gap" discovered by Hart and Risley, then summarizes a small set of strategies that research has shown can enhance young children's language development if used frequently. These strategies can be employed by family and caregivers to close the word gap.*

**Same, Different, and Diverse: Understanding Children Who Are Dual Language Learners (0-5)**

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/same-different-diverse.pdf>

*Evidence-based examples highlight similarities among ALL young language learners, differences between children growing up with one language (monolinguals) and children who are DLLs (e.g., children may learn some ideas such as counting, in one of their languages but not the other), and differences among DLLs.*

**Strategies for Supporting All Dual Language Learners (0-5)**

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll-strategies.pdf>

*In addition to providing evidence-based expectations for young children who are dual language learners, this resource includes vignettes that describe young DLLs of different ages and circumstances to use in professional development.*

**Supporting Language: Culturally Rich Dramatic Play (3-5)**

<https://www.naeyc.org/resources/pubs/tyc/dec2018/supporting-language-culturally-rich-dramatic-play>

*This article provides ideas for planning language-rich environments that help dual language learners (in this case, emergent Spanish/English bilinguals) develop communication skills.*

**Taking Delight in Words: Using Oral Language To Build Young Children's Vocabularies (3-9)**

<http://www.readingrockets.org/article/11917/>

*This article explains how early childhood teachers from pre-K to elementary school can support vocabulary development. Activities and strategies are presented with a focus on using words from texts read to children rather than read by them.*



**Understanding and Supporting Early Language and Literacy Development of Young Dual/English Language Learners** <https://pdg.grads360.org/#program/early-learning-language-and-literacy-series> (0-5)

*This module focuses on supporting young children who are dual language learners (DLL) supporting early literacy skills. The module is comprised of presentation materials including a PowerPoint presentation, activities, handouts, and readings. The module may be viewed or downloaded from the website above.*

**Using Signs to Facilitate Vocabulary in Children With Language Delays (18 months – 4)**  
[http://journals.lww.com/ijournal/Fulltext/2015/01000/Using\\_Signs\\_to\\_Facilitate\\_Vocabulary\\_in\\_Children.3.aspx](http://journals.lww.com/ijournal/Fulltext/2015/01000/Using_Signs_to_Facilitate_Vocabulary_in_Children.3.aspx)

*This article explores recommended practices in choosing and using key word signs with hearing children with language delays. Practical recommendations for choosing first word–sign pairs are provided. NOTE: Click on Article as PDF to access.*

**What Teachers Need to Know About Language** <http://files.eric.ed.gov/fulltext/ED444379.pdf> (0-9)

*This paper lays out a rationale for why current and prospective teachers need to know more about language, and what specific sorts of knowledge they need. Requisite knowledge about oral language, oral language used in formal and academic contexts, and written language is discussed.*

**When Learning a Second Language Means Losing the First (0-9)**  
<http://somalikidsbook.com/wp-content/uploads/2015/03/When-second-language-mean-losing-first-pdf>

*This article discusses evidence and findings from a nationwide study of language shift among language-minority children in the U.S. The findings suggest that the loss of a primary language, particularly when it is the only language spoken by parents, can be very costly to the children, their families, and to society as a whole.*

**Where's Spot? Finding STEM Opportunities for Young Children in Moments of Dramatic Tension (5-9)**

[https://www.aft.org/sites/default/files/periodicals/ae\\_fall2017\\_mcclure.pdf](https://www.aft.org/sites/default/files/periodicals/ae_fall2017_mcclure.pdf)

*This article explains how moments during STEM activities can be harnessed for language development, storytelling, as well as gaining skills in understanding math or engineering or gathering evidence in scientific observations and through the use of technology.*

**Why Interaction Must Come Before Language (0-5)**

<http://www.hanen.org/Helpful-Info/Articles/Why-Interaction-Must-Come-Before-Language.aspx>

*Every parent is eager to hear their child use words and start putting sentences together. But did you know that the road to successful communication begins long before children start using words? Find out more in this article.*

**Young Dual Language Learners: Gathering Background Information (0-5)**

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/young-DLL.pdf>

*This helpful document offers suggestions for how practitioners can “put together the puzzle” of his/her languages and use this information for curriculum planning, individualizing and supporting continued progress.*

**Young Children's Oral Language Development (0-6)** <http://www.readingrockets.org/article/383/>

*This short article explains the process of language development and how it can be supported by families and caregivers.*

## AUDIOVISUAL SOURCES

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### **15 Minute In-Service Suites (3-6)** <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/iss-library.html>

A useful resource for professional development, each of these in-services contain a short video and a set of supporting materials. A trainer version of each in-service is also available and contains the presentation slides, notes and learning activities. Look under the heading "Language Modeling and Conversations" to find suites on expansions, asking questions, engaging children in conversations, thick and thin, and more.

### **The Birth of a Word (0-12 months)** [http://www.ted.com/talks/deb\\_roy\\_the\\_birth\\_of\\_a\\_word](http://www.ted.com/talks/deb_roy_the_birth_of_a_word)

MIT researcher Deb Roy wanted to understand how his infant son learned language — so he wired up his house with video cameras to catch every moment (with exceptions) of his son's life, then parsed 90,000 hours of home video to watch "gaa" slowly turn into "water." This TED Talk shares astonishing, data-rich research with deep implications for how we learn.

### **Building Language Through Thematic Learning (3-6)**

<https://www.teachingchannel.org/videos/dual-language-programs>

This clip models theme-based approaches to supporting children who are dual language learners in learning about community partners.

### **Café Drama Center: Developing Language and Vocabulary Through Play (3-7)**

<https://www.youtube.com/watch?v=qpv-VgJ8Cns>

### **Pizza Parlor Center: Building Oral Language and More**

<https://www.youtube.com/watch?v=KPG9m58Gmdo> (5-6)

Watch this clip to hear the teacher explain the motivation behind the different aspects of the Pizza Parlor center

### **Preschool for English Language Learners Part 1: Language Learning, Part 2: Academic Skills (3-5)**

<http://www.colorincolorado.org/webcasts/preschool/>

In this webcast, Dr. Rebecca Palacios discusses several aspects of a pre-K ELL program, namely language instruction, curriculum, professional development, and family outreach. A list of recommended readings, related links, and discussion questions is also provided.

### **Revisiting: Using What You Know About Each Child to Individualize Instruction (3-5)**

[https://www.youtube.com/watch?v=0xfxx-YsfMY&ebc=ANyPxKq1ffVy9C9cD\\_4ly0OjNlXru53GpRrT6IGnuJm-YbBPxF3SjeUshH8cRzzWVkBvYP7mVpwnklSzYols3kveIeo-Pf09sA](https://www.youtube.com/watch?v=0xfxx-YsfMY&ebc=ANyPxKq1ffVy9C9cD_4ly0OjNlXru53GpRrT6IGnuJm-YbBPxF3SjeUshH8cRzzWVkBvYP7mVpwnklSzYols3kveIeo-Pf09sA)

This webinar covers a range of examples of how to teach intentionally in ways that individualize, including illustrations for dual language learners and gifted learners. Presenter Breeyn Mack illustrates how the observation, documentation, and assessment information that teachers gather using Teaching Strategies GOLD® can be used to promote each child's development and learning in ways that acknowledges strengths, needs, and interests.

### **Scaffolding Language Development (3-5)**

<https://www.youtube.com/watch?v=gLXxcspCeK8&list=PLhwy3q7CvmVHqH-sLII-z6A7AB4ji0vvq&index=2>

This clip demonstrates approaches to scaffolding language learning in the classroom.

**Serve and Return Interaction Sapes Brain Circuitry (0-3)** [https://www.youtube.com/watch?v=m\\_5u8-QSh6A](https://www.youtube.com/watch?v=m_5u8-QSh6A)

*One of the most essential experiences in shaping the architecture of the developing brain is "serve and return" interaction between children and significant adults in their lives. Young children naturally reach out for interaction through babbling, facial expressions, and gestures, and adults respond with the same kind of vocalizing and gesturing. This back-and-forth process is fundamental to the wiring of the brain and the development of communication, especially in the earliest years.*

**Supporting Oral Language Development in a Language-Rich Environment (3-5)**  
<https://www.youtube.com/watch?v=IRw9tSORpOU>

*Oral language is the foundation for learning to read and write, and is critical for supporting the development of children's early literacy skills. This video introduces some of the rule systems of language that children need to master to develop strong oral language skills, and stresses the important role that preschool teachers play in modeling language and providing a language-rich environment in the classroom.*

**Vocabulary Development in the Early Grades (PreK – 3): Effective Classroom and Intervention Practices (4-9)**

<http://www.serve.org/vocabulary-development.aspx>

*Visit this website to view an archived webinar and access a variety of print resources that can provide examples of evidence-based practices for supporting vocabulary development.*

**Supporting the Oral Language Development of Young Dual Language Learners (0-5)**  
<http://www.youtube.com/watch?v=5HD2wydP0mE>

*Linda Espinosa's PowerPoint presentation highlights the when and how of supporting young DLLs.*

**Talk With Me Baby Training Module (0-3)**

<http://developingchild.harvard.edu/resources/training-module-talk-baby/>

*This eight-session course, which includes multimedia content from the Center on the Developing Child, is designed to empower and support families so that they can engage in meaningful conversations with their young children and advance their language and lifelong learning.*

*Brainstorming ideas for what might be found in the café drama center and writing menus, helps students develop their vocabulary and provides an opportunity for meaningful talk in the classroom. See the lesson plan or tour this teacher's classroom at <http://www.oise.utoronto.ca/balancedliteracydiet/Recipe/50266/>*

**Communication Video 1: Understanding and Expression of Language in Down Syndrome (3-6)**  
<https://www.dsrf.org/programs-&-resources/our-videos/communication-video-1--understanding-and-expression-of-language-in-down-syndrome>

*This video outlines strategies for language development and shows these strategies in practice.*

**Developing Language Through Thematic Learning (3-5)**  
<https://www.teachingchannel.org/videos/dual-language-programs>

*The preschool program depicted features a teacher-based dual language model, where students learn from English and Spanish role models. In this video, watch students working on a thematic unit while simultaneously building language skills.*

**Dual Language Learners with Disabilities: Supporting Young Children in the Classroom (3-5)**  
<http://iris.peabody.vanderbilt.edu/module/dll/>

*This module offers an overview of young children who are dual language learners. Further, it highlights the importance of maintaining children and families' home language at the same time they are learning a new or second*



language, discusses considerations for screening and assessment, and identifies strategies for supporting them in inclusive preschools.

**Early Learning and the Brain (0-2)** <http://www.youtube.com/watch?v=yYyGyEX0CL0>

*Presented by the University of Washington Institute for Learning and Brain Sciences, this short video clip presents research findings on language processing, cognitive development, and social understanding in infants and adults.*

**Frontloading for English Language Learners (3-5)**

<https://www.teachingchannel.org/videos/vocabulary-english-language-learners>

*Watch this clip to see the different ways in which the teacher supports vocabulary development, engages children in a read-aloud and incorporates movement to facilitate learning.*

**The Home Language, Alphabetic Knowledge & Concepts about Print—in Action! (3-5)**

[https://www.linkedin.com/pulse/video-snapshot-home-language-alphabetic-knowledge-concepts-durbin?trk=hb\\_ntf\\_MEGAPHONE\\_ARTICLE\\_POST](https://www.linkedin.com/pulse/video-snapshot-home-language-alphabetic-knowledge-concepts-durbin?trk=hb_ntf_MEGAPHONE_ARTICLE_POST)

*In this video, we see a young girl at the easel. She talks freely with her teacher, who gladly writes this child's words in her home language, Spanish, and in English. Additional written commentary by Linda Espinosa shares why this is an example reflects what a teacher can do to both validate and attach meaning to the home language within the school setting.*

**I'm Thinking of Something: Developing Listening Skills (4-6)**

<https://www.youtube.com/watch?v=bL3GuOM8TIA&list=PL1DE8C47047F16821&index=19>

*This clip shows a language-building game in which children try to read a teachers mind by guessing the word after they are given clues.*

**Language and Literacy Ideas for Teachers (3-5)** <http://view.vzaar.com/5149066/download>

*This video highlights ways to teach preschoolers language and literacy concepts using nature and play.*

**Language for Learning: Infants and Toddlers (0-3)** [http://www.youtube.com/watch?v=97B\\_Cwk7vY](http://www.youtube.com/watch?v=97B_Cwk7vY)

*This video demonstrates the teacher's role in using language to support the young child's development.*

**Language Development in Preschool and Early Elementary Years (3-9)**

<http://ocw.umb.edu/early-education-development/echd-440-640-ec-ec-language-and-literacy-course/learning-module-1/module-3/module-3-language-development-in-preschool-and-early-elementary-years/>

*Animated PowerPoint slides, articles, handouts, and resources have been compiled in an easy-to-use format.*

**The Linguistic Genius of Babies (0-2)**

[https://www.ted.com/talks/patricia\\_kuhl\\_the\\_linguistic\\_genius\\_of\\_babies](https://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies)

*Dr. Patricia Kuhl's TED Talk highlights the many astonishing ways in which babies learn and use language.*

**Oral Language Begets Literacy** [https://youtu.be/ewx69b\\_Dp3s](https://youtu.be/ewx69b_Dp3s) (4-9)

*Oral language is fundamental to literacy acquisition. In the U.S, however, it is not an area emphasized in the curriculum development and instruction courses in early childhood teacher preparation programs, such as reading/literacy specialist programs, elementary education, early childhood education, and special education programs. This video highlights the gains in reading skills that are possible when teachers give attention to oral language development. A fact sheet, summarizing the relevant research is available at [http://www.aera.net/Portals/38/docs/Annual\\_Meeting/2016%20Annual%20Meeting/2016%20Knowledge%20Forum/Kim.pdf](http://www.aera.net/Portals/38/docs/Annual_Meeting/2016%20Annual%20Meeting/2016%20Knowledge%20Forum/Kim.pdf)*

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**Theme-Based Pretend Play: Building Oral Language and More (4-6)**

<https://www.youtube.com/watch?v=EikFaEDIE6w&list=PL1DE8C47047F16821&index=17>

*This clip highlights ways to use a sand play area to support dramatic play and language development.*

**A Window to the World: Promoting Early Language and Literacy Development (0-3)**

<https://www.youtube.com/watch?v=zvCzM7SHdsw>

*This Zero to Three video highlights the evidence-based practices that support early language and literacy development, including positive relationships.*

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**ONLINE SOURCES**

**15 Minute In-Service Suites** <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/iss-library.html> (3-6)

*A useful resource for professional development, each of these in-services contain a short video and a set of supporting materials. A trainer version of each in-service is also available and contains the presentation slides, notes and learning activities. Look under the heading "Language Modeling and Conversations" to find suites on expansions, asking questions, engaging children in conversations, thick and thin, and more.*

**Beyond the Word Gap: Multimedia Resources and Tools (0-3)**

<https://www.zerotothree.org/resources/series/beyond-the-word-gap>

*The "Word Gap" has come to symbolize the gulf that can separate very young children who have rich opportunities for positive early learning experiences from those who do not. ZERO TO THREE has compiled this set of resources to help families, professionals, and policymakers understand the importance of supporting early language and literacy and how best to do so.*

**Colorín Colorado!** <http://www.colorincolorado.org/> (0-9)

*This bilingual site for families and educators of English language learners features articles, videos, and other resources.*

**Cognate List: English and Spanish (5-9)** <http://www.colorincolorado.org/guide/cognate-list-english-and-spanish>

*Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. 30-40% of all words in English have a related word in Spanish. In English and Spanish, this site includes a guide with a helpful list of cognates in Spanish and English and a video illustrating how cognates can be used instructionally to support dual-language learners.*

**Disability Awareness Through Language Arts and Literacy: Resources for PreK and Elementary School (3-9)**

<http://www.fddc.org/sites/default/files/file/publications/7%202%2012%20disability%20guide%20PDF%20final.pdf>

*This resource guide explains the importance of disability awareness and describes language arts and literacy activities that can be implemented in the classroom. It also contains a section on how children's literacy can be used to increase disability awareness and includes lesson plans from pre-K through Grade 5.*

**Dual Language Learners with Challenging Behavior (0-5)**

<http://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-challenging-behaviors>

*Children communicate so much through their behavior. Teachers and caregivers will find this article useful in identifying strategies for working with dual language learners exhibiting challenging behaviors.*

**Dynamic Assessment (0-9) <http://www.asha.org/practice/multicultural/issues/Dynamic-Assessment.htm>**

*This website features Dr. Elizabeth Pena discussing an important outcome of dynamic assessment - that we're able to distinguish between language disorder and language difference, particularly with children from non-English backgrounds and for children who don't speak English as a primary language, which would not be possible with standardized tests.*

**English Language Arts/Literacy (5-9) <http://education.vermont.gov/student-learning/content-areas/language-arts>**

*This site provides Vermont teachers, administrators, expanded learning providers, higher education faculty, parents and community members with a broad range of resources related to English language arts and literacy.*

**How Does Your Child Hear and Talk? <http://www.asha.org/public/speech/development/chart.htm> (0-5)**

*This page contains links to information outlining the development of a child's communication skills from birth to five years. Each link contains a summary of the typical milestones for each year in hearing and understanding, and talking, and what parents can do to support the child's development.*

**How Now Brown Cow: Phoneme Awareness Activities <http://www.ldonline.org/article/388> (5-7)**

*This web article describes phoneme awareness activities that can be implemented in daily experiences in the classroom to enrich the oral language environment for children.*

**How to Build Language and Literacy Through Powerful Conversations (0-5) <http://www.hanen.org/Helpful-Info/Articles/How-to-Build-Language-and-Literacy-Through-Powerful.aspx>**

*Recent research underscores that both the quantity of words a child hears and the quality of the interaction between adults and the child are essential. It turns out that it's the kind of conversation a child is engaged in, rather than the number of words he hears, that makes the biggest difference to his language and literacy development. This article, while written for families, highlights ten evidence-based strategies for supporting language and literacy development.*

**Language and Literacy Resources (0-5) <https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/language-literacy>**

*This website offers teaching practices, ideas for individualizing, videos, and more in eight areas: attending and understanding, communicating and speaking, vocabulary, emergent literacy, phonological awareness, print and alphabet knowledge, comprehension and text structure, and writing. Specific strategies are offered for infants/toddlers and for preschoolers under each heading.*

**Making a Difference: A Framework for Supporting First and Second Language Development in Preschool Children of Migrant Farm Workers <http://www.eric.ed.gov/PDFS/ED500795.pdf> (3-5)**

*With four composite questions to guide the paper, current research and findings are used to address some questions and concerns regarding early second language acquisition.*

**More Than Baby Talk: 10 Ways to Promote the Language and Communication Skills of Infants and Toddlers**

**[http://mtbt.fpg.unc.edu/sites/mtbt.fpg.unc.edu/files/imce/documents/BabyTalk\\_WEB.pdf](http://mtbt.fpg.unc.edu/sites/mtbt.fpg.unc.edu/files/imce/documents/BabyTalk_WEB.pdf) (0-3)**

*This resource offers ten practices that early childhood educators can engage in to promote language development and communication skills in infants and toddlers, along with a list of related resources is also available.*

**National Center on Cultural and Linguistic Responsiveness (0-5)**

<https://eclkc.ohs.acf.hhs.gov/culture-language> (English)

<https://eclkc.ohs.acf.hhs.gov/es> (Spanish)

*This website free, downloadable resources, in English and Spanish, many of which relate directly to supporting young DLLs and their families. Go to the website to access handouts, webinars, videos, checklists, guiding principles, and more.*

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**National Clearinghouse for English Language Acquisition (NELA) (3-9)** <http://www.nclae.us/>

*NELA works to meet the needs of English learners (ELs) in schools. The website offers diverse resources, toolkits, and sources of data on children with home languages other than English.*

**Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning: A Resource Guide** <http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf> (3-5)

*This resource guide provides early childhood professionals with the knowledge and tools they seek to educate preschool English learners most effectively.*

**Tackling the “Vocabulary Gap” Between Rich and Poor Children (0-3)**

<https://www.psychologytoday.com/blog/the-athletes-way/201402/tackling-the-vocabulary-gap-between-rich-and-poor-children>

*This blog reveals new research about how early the vocabulary gaps between rich and poor children appear and why.*

**Taking Positive Language School-Wide (5-9)**

<https://www.responsiveclassroom.org/taking-positive-language-schoolwide/>

*This article reminds us that the language used by and administrators is a significant part of building a culture of competence and success for young children.*

**Talk, Read, and Sing Together Every Day! Tip Sheets for Families, Caregivers & Early Learning Educators (0-5)** <http://www.ed.gov/early-learning/talk-read-sing>

*Made specifically for families, caregivers and early educators, these resources can help enrich a child’s early language experiences by providing research-based tips for talking, reading, and singing with young children every day.*

**WIDA** <https://www.wida.us/> (2-9)

*WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. WIDA's "can do philosophy" believes in the assets, contributions, and potential of linguistically diverse students from PreK through Grade 12. Examples of WIDA early childhood resources are the WIDA English Language Development Standards Resource Guide*

*([https://www.wida.us/standards/EarlyYears.aspx?utm\\_source=PAEEN+June+2017&utm\\_campaign=Build&utm\\_medium=email](https://www.wida.us/standards/EarlyYears.aspx?utm_source=PAEEN+June+2017&utm_campaign=Build&utm_medium=email)) and the WIDA Early Years Can Do Descriptors*

*([https://www.wida.us/standards/CAN\\_DOs/?utm\\_source=PAEEN+June+2017&utm\\_campaign=Build&utm\\_medium=email#early](https://www.wida.us/standards/CAN_DOs/?utm_source=PAEEN+June+2017&utm_campaign=Build&utm_medium=email#early)), which provides examples of what children who are DLLs can do at various stages of language development.*